

# CALIFORNIA SCHOOLS

Official Publication of the  
STATE DEPARTMENT OF EDUCATION

VOLUME I

MAY, 1930

NUMBER 5

## CONTENTS

Directory of the State Department of Education  
(Page 102)

Returns from Public Education  
(Page 103)

The Principals' Convention in Retrospect  
(Page 105)

Interpretations of School Law  
(Page 108)

A Message from Venezuela  
(Page 109)

Announcements  
(Page 110)

For Your Information  
(Page 113)

Significant Facts Concerning California Schools  
(Page 120)

Questions and Answers  
(Page 122)

Legal School Calendar for Public School Officials  
(Page 126)

Recent Professional Literature  
(Page 130)



CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO, 1930

# **DIRECTORY OF THE** **CALIFORNIA STATE DEPARTMENT OF EDUCATION** **STATE BOARD OF EDUCATION**

<i>C. L. McLane</i> , 1027 North Van Ness avenue, Fresno-----	(Term expires 1934)
Charles Albert Adams, Humboldt Bank Building, San Francisco-----	(1931)
Allen T. Archer, 215 W. 6th street, Los Angeles-----	(1932)
Mrs. Minnie B. Bradford, 1215 Thirty-ninth street, Sacramento-----	(1931)
<i>E. P. Clarke</i> , <i>Riverside</i> -----	(1932)
Mrs. Mary Roberts Coolidge, End of Dwight Way, Berkeley-----	(1932)
Gordon Gray, 1310 J. D. Spreckels Building, San Diego-----	(1934)
Mrs. Irene Heineman, 254 South Spalding drive, Beverly Hills-----	(1933)
Mrs. Daisy L. Short, 1010 Harvard road, Oakland-----	(1933)
Mrs. Amy S. Steinhart, 2400 Steiner street, San Francisco-----	(1934)

Mrs. Florence B. Argall, Assistant Secretary

## STAFF

Vierling Kersey, Superintendent of Public Instruction, Director of Education.  
 Pauline Winner (Mrs.), Secretary.

Sam H. Cohn, Deputy Superintendent of Public Instruction.

Henry M. Lynn, Chief, Division of Accounting.

Edna M. Stangland, Chief of Division of Adult Education.  
     Dr. Herbert R. Stolz, Bureau of Parent Education.  
     J. F. Dale, Bureau of Parent Education.  
     Dr. Gertrude Laws, Bureau of Parent Education.  
     Magdalene Wanzer (Mrs.), Bureau of Immigrant Education.

Dr. Nicholas Ricciardi, Chief of Division of City Secondary Schools.  
     J. C. Beswick, Bureau of Trade and Industrial Education.  
     H. D. Hicker, Bureau of Civilian Vocational Rehabilitation.  
     J. M. Dodd, District Supervisor of Vocational Rehabilitation, San Francisco.  
     W. E. Smith, District Supervisor of Vocational Rehabilitation, Los Angeles.  
     Dr. Ira W. Kibby, Bureau of Business Education.  
     Maude I. Murchie, Bureau of Home Making Education.

N. P. Neilson, Chief of Division of Health and Physical Education.  
     Winifred Van Hagen, Bureau of Physical Education for Girls.

Dr. Owen C. Coy, Director California State Historical Association.

Milton Ferguson, State Librarian, Chief of Division of Libraries.  
     Mabel R. Gillis, Assistant Librarian.

Walter E. Morgan, Chief of Division of Research and Statistics.  
     A. E. Lentz, Associate Chief.  
     C. F. Muncy, Assistant Chief.

Helen Heffernan, Chief of Division of Rural Schools.  
     Lillian B. Hill (Mrs.), Bureau of Attendance and Migratory Schools.  
     Julian A. McPhee, Bureau of Agricultural Education.

Andrew P. Hill, Jr., Chief of Division of Schoolhouse Planning.  
     Charles W. Bursch, Assistant Chief.

Zellah Ryan, Acting Chief of Division of Special Education.  
     Dr. R. S. French, Principal, California School for the Blind, Berkeley.  
     Mabel F. Gifford (Mrs.), Bureau of Correction of Speech Defects.  
     Elwood A. Stevenson, Bureau for the Education of the Deaf, Principal, California School for the Deaf, Berkeley.

W. S. Dyas, Bureau of State Printed Textbooks.

Stella Trussell (Mrs.), Bureau of High School Textbook Listing.

Marion H. Ketcham, Assistant Secretary and Principal Clerk, Teacher Retirement Salary Fund Board.

Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification.  
     Ruth M. Eakin, Assistant Chief.

# Returns From Public Education

In education as in any other project in which values are largely human rather than material it is impossible to measure accurately either the cost or the output of the processes involved. Thus, we can not say of any given school system that it costs so many dollars and cents to complete one unit of production; because the unit of production, namely, the education of a human being, is such a variable quantity that average figures of cost are not entirely pertinent. Similarly it is difficult to place any adequate estimate on the value of the finished product in terms of financial profit to society. The human and social values in the product are paramount, and the measurement of the financial returns to society from the education of its youth is after all of secondary importance.

However, certain facts are available and are both of interest and of value in the consideration of the financial return secured by the public as a result of public education.

In all of the recent comparative studies of the educational and financial rankings of the states of the Union it is apparent that those states which rank highest on educational factors also rank highest on those economic factors which are measures of wealth and income. California, for example, ranks first or second among all of the states of the Union on educational factors. This state also ranks first among all of the states of the Union in its ability to support education as measured by wealth per school child or income per school child even though there are six states in the Union which spend a larger percentage of their wealth for public elementary and secondary schools. California has more than twice the economic ability to support public schools as is possessed by the average state of the Union. Similarly it is found that there is a very definite relationship between the type and amount of public education provided by the several states and the economic ability of the states, whether the latter is measured in terms of total wealth or in terms of earned income.

These facts might, of course, be interpreted as meaning that those states which have the larger amounts of wealth expend the larger amounts for public education. This is, of course, true. It is also true, however, that the states do not expend their income for public education in proportion to the amount of income per school child possessed by the state. In other words, many states with low amounts of income per child are expending comparatively large percentages of their total income for education while other states with high income per school child expend comparatively small percentages of that income for public education. There seems to be little doubt that there is a

definite causal relationship between the type and extent of public education and the economic ability of the several states.

Values and costs of public education can be considered adequately only in relationship to the scope of the educational program and the outcomes, social as well as individual, achieved by that program.

The scope of the California educational program is indicated to some extent by the following facts. California youth attends school in greater numbers in proportion to total population than does youth in any other state. California youth attends school for as many hours of instruction during the school year as does youth in any other state. California youth makes educational progress, as that progress is measurable, in as great a proportion as does youth in any other state. California youth is taught by a body of teachers with a considerably higher average standard of training than that which maintains among the teachers in any other state. California youth now devotes more time to the study of fundamental tool subjects than ever before in the history of education in this commonwealth. California youth stays in school for longer periods of educational contact than does youth in any other state or than ever before in this state.

If education will in the future bring that success for the individual as well as for the social group which it has given in the past then California's schools assure us of a body of youth who will be economically, socially, spiritually, of higher attainment because of their education than youth has ever before been in our state.

Education costs too much or too little in proportion to whether future life for youth is assured of fitness in a new social order which education will shape; and in proportion to the extent to which academic, vocational, social, civic, cultural and spiritual values are measurably accomplished or in process of accomplishment in the school.

Whether or not additional funds are needed for our public schools is dependent upon the ability of local communities to maintain, under the present plan of public school finance, schools which are capable of maintaining the high standards of accomplishment for California children. Those districts which are prevented from maintaining such standards to the detriment and handicapping of California children because of inadequate financial support do definitely require financial aid. The measure of how much money should be spent for public schools should be based not on what we are spending but on what should be spent in order to achieve the potential values of public education.



*Superintendent of Public Instruction.*

## Principals' Convention in Retrospect

---

The 1930 convention of secondary school principals and others interested in secondary education recently held in San Diego was a most enthusiastic and successful gathering. The enthusiasm was due to the fine spirit of welcome and cordial reception which greeted those who were guests during the convention. The enthusiasm was also due, in a large measure, to the fact that most of all this convention belonged to those who were conventioning.

The convention was successful in that those present discovered that they were not alone with their problems; that they were not alone in their thinking; and that through this convention mutual assistance was available. A most commendable body of resolutions was adopted by the convention. The summary of the convention represents accomplishment as well as challenge for further study and consideration at a future convention.

The California association of secondary school principals fully conveyed through its resolutions the appreciation for the splendid services of those individuals responsible for the success of the 1930 convention. To the sentiments expressed in those resolutions we would like to add our own personal note of appreciation and thanks to all those who served so well. We believe the convention was successful and that the results of the experiment with the small group conferences were such as to commend this type of convention.

It is impossible at this time to give a complete summary of the findings and recommendations of the many conference groups which met at San Diego. The following outline, however, will give some idea of the nature of these findings and recommendations:

### **Accreditation.** (Three groups.)

1. Present university regulations satisfactory.

### **Administration.** (Eight groups.)

### **Adult Education.** (Five groups.)

1. Special training urged for teachers and administrators of adult education.
2. Adult classes should be based on community needs.
3. Governor's committee for study of educational problems asked to study adult education, special financial aspects.

**Classroom Methods.** (Five groups.)

1. Adaptation of instruction to individual differences stressed. 2. Study of informal child-centered activities recommended. 3. Differentiated curricula, ability grouping, project method and individual types of instruction approved.

**Curriculum Construction.** (Six groups.)

1. Development of courses of study adapted to individual needs and interests urged. 2. Special methods, curricula and materials recommended for subnormal pupils. 3. California curriculum commission asked to develop secondary school curriculum standards. More attention urged to art and music appreciation. 4. Ability grouping with special curricula for varying groups recommended. 5. Secondary school faculty study groups recommended for curriculum construction. 6. Teacher training institutions asked to develop practical curricula courses.

**Finance.** (Four groups.)

1. Increased state aid for all levels of education asked. 2. Redistribution of tax burden with state income tax, severance tax and luxury tax recommended. 3. Junior high school support urged on high school basis. 4. Standardization of budgetary classification recommended.

**Health and Child Welfare.** (Two groups.)

1. Incidental health instruction urged for all teachers. 2. Education of parents and tax payers in individual and community health recommended. 3. State committee asked to serve with state department of education. 4. Permanent health record card recommended.

**Possible Classification and Guidance.** (Nine groups.)

1. Ability grouping, differentiated curricula and special counselors urged to improve guidance programs. 2. Study of conditions of home life, personality and mental adjustments recommended.

**Research.** (One group.)

1. Coordination of secondary school research asked. 2. State organization recommended to list problems, compile results and organize research.



**Schoolhouse Planning.** (One group.)

1. Adoption of state school building code recommended. 2. Authority recommended for state department of education to condemn unsafe school buildings.

**Social Program.** (Nine groups.)

1. Entire faculty should participate in social program. 2. Social program should give opportunity for all pupils to develop responsibility. 3. Moral conduct and proper social habits and ideals should be developed by the program of natural social activities.

**Supervision.** (Ten groups.)

1. Departmental meetings should stress professionalization of teachers and should embrace curriculum construction, differentiation of curricula and individual adjustment. 2. Individual conferences and classroom visitation recommended. 3. Latter should result in important evaluation. 4. Social activities, faculty lunchroom and participation in out-of-school activities recommended.

**Junior College Problems.** (Three sessions.)

1. Increased state support and stabilization of state funds urged. 2. Abolition of present classification of pupils asked. 3. Adaptation of curricula to individual needs recommended. 4. Revision of present laws for establishment of junior college districts urged.

# Interpretations of School Law

## Attorney General's Opinions

### DISTRICTS

#### **Pupils Employed as Copyists.**

The governing board of a school district may employ a pupil of the district as a copyist and pay him for his work. (A. G. O. No. 7071, April 1, 1930.)

### SALARIES

#### **Equal Salaries for Women.**

Under School Code section 5.730 female teachers of a school district must be paid the same salary as male teachers when rendering like services under the same grade certificates.

Members of governing boards are not personally liable for a violation of the law. (A. G. O. No. 7075, April 8, 1930.)

### TEACHERS

#### **Dismissal Without Cause.**

A teacher serving his third complete consecutive school year in a district may be dismissed without cause at the end of the school year by the giving of the notice prescribed by School Code section 5.681. (A. G. O. 7098, April 29, 1930.)

## Appellate Court Decisions

Erratum, April number of *California Schools*

### DISTRICTS

#### **Contracts to Purchase.**

The following should be substituted for the abstract which appeared under the above captions on page 82 of the April number of *California Schools*:

If a school district enters into a contract to buy equipment without complying with the laws respecting the letting of such contracts the contract is void and the seller may not recover on the contract but may recover possession of the equipment.

(*Strauch vs. San Mateo junior college district*, 61 C. A. D. 935, 286 Pac. 173.) 164 Cal App 462



## A Message From Venezuela

The state superintendent of public instruction is in receipt of a translation of a *Message of good will and hope from the school children of Venezuela to the children of the world* from the United States commissioner of education, William John Cooper, which is as follows:

“Caracas, Venezuela, December 25, 1929.

### Message of Good Will and Hope from the School Children of Venezuela to the Children of the World

We, the school children of Venezuela, joyfully greet the children of all the countries of the world, whom we consider as members of the same family, and as such we now invite them, following the leadership of the school children of England, to work with us to bring about the greatest good there is for mankind, that is, the triumph of universal friendship.

More than once we have in thought travelled through your countries, dear little friends, when we had before our eyes the map of the world, and then we have wished we could go from nation to nation to bring you a token of our affection.

We have never seen war, but we do realize its horrors. We must think of the misfortunes that war brings to us children; it leaves us without fathers, without brothers, without friends. It robs us of our happiness.

Fortunately we have the league of nations to help us. Let us pray that it may be strong and successful, and so let us learn to love it from our childhood and let us all join in praising it with all the enthusiasm of our hearts.

We hope that our fellow pupils all over the world, each one in his own country, will cultivate the feelings of tolerance, generosity, kindness and love, toward one another and toward other children all over the world, so that when we all grow up we may become a new and better kind of man and woman, cheerful, happy and splendid.

We want to tell our little friends everywhere what great delight we have in seeing and learning every day about all the marvellous and wonderful things that are being achieved in art and industry; the facilities provided us for learning and for getting better acquainted by means of healthful, interesting and instructive sports; how quickly we can get in touch with each other and come to know one another since we can now hear words spoken at any time and from any part of the world over the radio, and within a short time could visit and meet one another, thanks to the progress of aviation.

Let us agree to set aside one day of the year, in which all the children of the world shall unite in asking our fathers at home, as the best proof of their love, to forget war forever, and with sincere good will work for peace and friendship.

Hoping that this message may be received with sympathy by all the children of the world, we send them a brotherly embrace and with it all our love.”

(This message prepared by the public school at Soledad, State of Anzoategui, was chosen from among those written by schools all over Venezuela, in response to a message received from English school children the year before.)

## Announcements

---

### EDISON SCHOLARSHIP—REMINDER

*Principals are reminded that June 15, 1930, is the final date on which candidates for the Thomas A. Edison scholarship can be considered. Please report the names of candidates at the earliest possible moment.*

### OLD IRONSIDES

The national committee which has been in charge of the campaign to raise funds for the rehabilitation of the U. S. frigate Constitution (*old ironsides*) has made available for free distribution to every classroom in the state a colored lithograph, 18½ x 23 inches in size, of *old ironsides*. The state department of education has ordered 40,000 copies of the picture. These will be sent upon request to city and county superintendents of schools for distribution to the schools under their jurisdiction.

Requisition forms will be mailed for use in ordering the pictures. A charge of seven-tenths of 1 cent per copy will be made to cover the cost of freight from Boston to Sacramento. All shipments will be made by freight collect.

### MEMORIAL DAY

It is suggested that school officials lend any support at their command to the G. A. R., the American legion, and other patriotic societies which plan to commemorate Memorial day.

### REED COLLEGE SCHOLARSHIPS

Reed college, Portland, Oregon, offers to members of high school graduating classes the following free scholarships to qualified applicants for admission in September, 1930:

A. An open scholarship in the amount of \$250.

B. Five scholarships for graduates of high schools outside of Oregon in the amount of \$210 covering tuition and fees for one year. Successful candidates will, in addition, receive railroad fare from their homes to Portland, or in the case of foreign students, from the nearest port of entry.

Award will be made by the Reed college faculty on the basis of:

1. High school record
2. Testimony of those well acquainted with the applicant
3. Evidence of need for financial assistance in undertaking a college course, and
4. Written work suggested by Reed college.

Letters of application must be mailed by June 20. Full instructions will be sent upon receipt of application to the registrar, Reed college, Portland, Oregon.

### **THE AMERICAN LIBRARY ASSOCIATION**

The American library association will meet in Los Angeles, June 23-28. The California county library system which was in its infancy in 1915, when the organization last met in California, is now known throughout the country as one of the most efficient library systems in the United States. Many of the visitors plan to inspect the system and to study the work of our state library.

### **UNITED STATES COAST GUARD EXAMINATION**

The United States coast guard will hold a competitive examination on June 18-20, 1930, for the appointment of cadets to the coast guard academy at New London, Connecticut. The examination will be open to young men between 18 and 22 years of age who have graduated from high school and will be held at such places as the number of candidates warrants.

This is an opportunity for young men to complete their education at government expense and to become commissioned officers in the coast guard, one of the military services of the United States afloat and ashore. Full information may be secured from the commandant, U. S. coast guard, Washington, D. C.

### **CHANGE IN SCHEDULE OF UNIVERSITY OF CALIFORNIA SUMMER SESSIONS, 1931**

Upon request of school administrators the schedule for the University of California summer sessions will be changed, beginning with the 1931 inter session. The following schedule has been adopted for 1931:

Inter session (Berkeley): May 11-June 20.

Summer session (Berkeley and Los Angeles): June 22-August 1.

### **FIRE PREVENTION CAMPAIGN FOR HIGH SCHOOLS**

The *Stop forest fires* campaign, sponsored by the United States forest service in cooperation with the state division of forestry, opened in April in the senior and junior high schools on the east side of the San Joaquin valley. The campaign will extend as far south as Bakersfield this spring and the west side of the valley will be covered this fall.

The program to be presented before school assemblies will consist of motion pictures of forest fires and fire fighting, and game animals and birds in the national forests of California, together with a short talk on fire prevention illustrated with colored lantern slides. Forest ranger James N. Gibson, a trained forester and an official in the California district of the forest service, is in charge of the work.

A similar campaign in the Sacramento valley last year was carried to 52 junior and senior high schools and a fire prevention message presented to more than 22,000 high school students.

School superintendents and principals are asked to avail themselves of this free program which is presented with the approval of the superintendent of public instruction and has for its objective the awakening of greater interest among boys and girls in the value of our forests and the necessity for their protection from fires caused by human carelessness.

### **STATE TYPEWRITING TEST**

The bureau of business education, in cooperation with the various sections of the California commercial teachers association, is making a comprehensive study of the teaching of typewriting in the secondary schools of the state. In order to obtain the necessary objective information in regard to typewriting accomplishment a test has been prepared and sent to all secondary schools. School officials have been requested to have all students of typewriting take this test and to forward the test sheets with the results to the bureau of business education, state department of education, box 615, Sacramento.

During the coming year the bureau, in cooperation with committees appointed by the California commercial teachers association, plans to make a complete job analysis of the teaching of typewriting. The state department of education will appreciate the cooperation of all school officials and teachers of typewriting in making this study.

## For Your Information

---

### **PUBLIC SCHOOLS WEEK—AN APPRECIATION**

To the school people of the state we extend appreciation of their splendid efforts to vitalize the work of the schools during California public schools week. Many comments have been received complimenting the work which was accomplished. To the citizens of the state also do we give our thanks for their full cooperation in the many programs and activities which marked this very worth-while project.

We can not but feel that the splendid good will and understanding which results from such cooperative enterprises will have much to do with the success and welfare of our public schools. California schools could not have attained their present high ranking without the continued understanding and support of the citizenry of the state.

### **REGISTRATION OF MINORS, OCTOBER 6-11, INCLUSIVE, 1930**

The triennial registration of minors required by School Code sections 1.60-1.66, inclusive, must be completed during the first full week of October, 1930. This announcement is made at this time in order that school administrators may plan in advance the conduct of the registration and that they may include the necessary funds in their budgets for 1930-31. The following instructions should govern the registration:

1. School districts in which a continuous or yearly registration of minors is maintained will be required only to render a report of registration data on forms to be prescribed by the state department of education.
2. In every elementary school district in which there is not maintained a continuous or yearly registration of minors, the triennial registration of all minors under 18 years of age must be completed during the week October 6-11, inclusive, 1930. A registrar of minors and necessary deputy registrars shall be appointed by the governing board of each elementary school district **on or before September 15**. The total compensation paid such registrar and deputy registrars may not exceed \$30 for the first statutory teacher and \$10 for each additional statutory teacher allowed the district.
3. The triennial registration of minors shall be recorded on registration blanks prescribed by the superintendent of public instruction. These blanks will be completed shortly. Copies will be

forwarded to all superintendents of schools. Supplies must be provided by boards of education in cities and in cities and counties; and by county superintendents of schools in districts outside of cities or cities and counties. Instructions will also be prescribed by the superintendent of public instruction to be secured as in the case of the registration blanks.

4. In districts maintaining a continuous or yearly registration, such registration may be upon such blanks as the local governing board may prescribe. It is recommended, however, that such blanks be devised to facilitate compilation of required data to be reported to the superintendent of public instruction.
5. Summary forms for reporting required data from the registration of minors will be prescribed by the superintendent of public instruction, to be employed in every elementary school district in reporting to the county superintendent of schools, and to be employed also by county superintendents in reporting to the superintendent of public instruction. These forms are to be provided, as in the case of registration cards, by city boards of education or by county superintendents of schools.
6. All forms to be prescribed by this office will be revisions of the forms heretofore employed, and will comprise essential items only. Forms may be procured from the usual commercial sources. The registration card data may be rearranged to accommodate various filing devices, and supplemental items may be added, if desired.

### STATE BOARD OF EDUCATION

At its regular quarterly meeting in San Diego, April 11 and 12, the state board of education took action on a number of matters of definite import to the schools of the state.

#### Rules and Regulations—High School Graduation Requirements

Section XIII, H, 2. The following paragraphs were added, to follow paragraph g, amending the laboratory science requirement for high school graduation:

- h. General science, for those students who are not planning to enter higher institutions of learning, provided the general science course shall have been approved by the state department of education as a laboratory science. Pupils completing the general science course in any high school grade (9–12, inclusive) shall not be required to complete any other laboratory science course in order to graduate.



- i. Industrial science, for those students majoring in vocational trade and industrial courses, provided the industrial science course shall have been approved by the state department of education as a laboratory science.
- j. Home-making science, for those students majoring in vocational home economics, provided the home-making science course shall have been approved by the state department of education as a laboratory science.

Section XIV, I. The following sentence was added to this paragraph relative to the required attendance of minors upon continuation classes:

Such minors may attend continuation classes in private schools provided the work in such classes is of the grade and quality required by the rules and regulations of the state board of education governing continuation education.

Further revisions concerning minimum requirements for graduation were approved and will be presented in the June issue of *California Schools*.

### Textbooks.

Upon recommendation by the state curriculum commission, the *Child Story Reader*, by Freeman and Johnson, published by Lyons and Carnahan, was adopted for use in the fourth grade; and *Good Reading*, by Manly, Rickert and Leubries, published by Charles Scribner's Sons, was adopted for use in the fifth grade.

The state board of education voted to take advantage of an option for a renewal of the contract with the J. C. Winston company for the use of *Book One* of Smith's *Human Geography, Part One* and *Part Two*. The present contract expires July 1, 1930.

Request was approved for removal from the state high school textbook list of Thal's *Quick Reading Method for the Saxophone and Clarinet*.

### Organizations for School Membership.

The following associations were added to the approved list of organizations in which schools may have memberships paid from school district funds under School Code section 2.1520:

1. California federation of junior colleges
2. Northern California junior college association
3. Central California junior college association
4. Southern California junior college association
5. National education association

**State Teachers Colleges.**

San Diego state teachers college was authorized to offer a curriculum leading to the special secondary school commercial credential and to the A. B. degree with a pre-secondary major in commerce.

**AMERICAN CHEMICAL SOCIETY PRIZE ESSAY CONTEST**

Two hundred sixty-one essays were entered this year by students of California high schools in the American chemical society prize essay contest which has been conducted annually for the past seven years.

The California state committee consisting of Dean B. M. Woods, university of California; Hugh Wiley, the well-known author; Elwood Mead, commissioner of reclamation; and Superintendent Kersey, has reviewed the essays and announces that the following contestants have won first and second places in the six topics under consideration:

The relation of chemistry to industry—

1. LeRoy Miller, Covina union high school.
2. Robert G. Heitz, Huntington Beach union high school.

The relation of chemistry to the home—

1. Dorothy Lord, Owensmouth high school.
2. Marjorie Nevens, Sweetwater high school, National City.

The relation of chemistry to the enrichment of life—

1. Margaret Miller, Miss Ransom and Miss Bridges' school, Piedmont.
2. Virginia Clare Christie, La Jolla high school.

The relation of chemistry to agriculture—

1. Marie Hoffer, Glendale high school.
2. Rosine Liedholt, Franklin high school, Los Angeles.

The relation of chemistry to health and disease—

1. Iva May Warner, Huntington Park union high school.
2. Mary Elizabeth Garthwaite, Miss Ransom and Miss Bridges' school.

The relation of chemistry to national defense—

1. Elmer Thomas Berner, Vallejo high school.
2. Dorothy Schwede, Technical high school, Oakland.

The winners of first places in addition to receiving the state prizes of \$20 each will enter the national contest. The national prizes are 6 four-year scholarships at any recognized college or university in the United States, each providing tuition and \$500 annually.

The state department of education offers sincere congratulations to those who have won recognition in this contest in which all the essays submitted were of unusual caliber.

### EMERGENCY ATTENDANCE REQUESTS

Reports from the state director of health in the *Weekly Bulletin* of the state department of public health, indicate unusual prevalence of communicable disease during the spring months of 1930, measles, mumps, chickenpox, scarlet fever and whooping cough having been especially widespread. Where schools have been kept open during serious epidemic conditions, with consequent material loss of average daily attendance, school boards should be advised to request authorization from the state department of education for computing average daily attendance on the emergency basis provided in School Code section 4.750. Forms (No. J-13) will be forwarded upon request to be employed by school boards and county superintendents in requesting emergency attendance.

Please note that all *Request for Emergency Attendance* forms must be filed with the superintendent of public instruction **not later than June fifth**. Please note also that a report by the state director of health is necessary for the approval of the request. For this reason care should be taken to see that all cases of communicable disease are reported promptly to the county health authorities.

### ELEMENTARY PRINCIPALS' CONVENTION

The California state elementary school principals' association held its third annual convention April 11 and 12 at Fresno. The two-day session was largely devoted to consideration of the professional duties and responsibilities of the elementary school principal. *Progressive Education* was the central theme of the discussions. Mr. C. A. Pugsley of Pasadena was elected president of the association for the school year 1930-1931.

The activities of this association are to be commended. Professionalization of the elementary school teacher and principal, recognition of the paramount importance of elementary education, and remuneration and professional recognition of the elementary school teacher on a parity with the secondary school teacher of equal training and ability, are objectives to which the state department of education subscribes. The continued professional activity of the state elementary school principals' association will be of material aid in the attainment of these objectives. Expansion of the activities of this association by means of local or regional conferences called by county superintendents of schools might also be recommended as a means of further professionalizing elementary education.

### JOINT TAX COMMITTEE MEETING

At a meeting of the joint tax committee of the California real estate association held in San Francisco on April 16, action was taken toward bringing about a better equalization of the present tax structure in California by removing the cost of education, public welfare, health and hygiene in the state of California from the ad valorem tax on real and personal property, and by deriving the revenue necessary to meet this expense from new sources, namely:

1. A severance tax on natural resources (not including agricultural products); this severance tax to be paid into a sinking fund and the income thereof to be used.
2. A luxury consumers' tax levied upon a limited number of articles.
3. A reasonable personal income tax.

At the same time the committee went on record for a definite limitation on the tax burden on real estate.

### GOING CAMPING THIS SUMMER?

Vacationists who are looking forward to a camping trip this summer in the mountains of California will find much of interest in the new map folder entitled *National Forests of California*. This folder shows all the main roads and highways of the state and lists improved free camp grounds, and scenic and recreation areas. Rules which must be observed by national forest visitors are also listed.

The map folder also describes the different forest regions of the state and the commercial resources of the national forests, such as water, timber and forage which are so important to the economic progress of California. The map folder may be had upon request to the United States forest service, Ferry building, San Francisco.

### THE DAVIS PICNIC

The Davis farm picnic, given annually at the university of California farm, occurred Saturday, April 18, and attracted judging teams from 69 high schools in the state. The occasion combined a convention of *Future Farmers of America*, an organization of vocational agriculture students sponsored by the bureau of agricultural education of the state department of education for the purpose of developing leadership and cooperation among future farmers; with an oratorical contest and various contests for judging dairy cattle, poultry, trees, agronomy, and dairy products.

Governor C. C. Young's ten-year sweepstake trophy was won by the Lodi high school with the Madera high school in second place.

The fact that 40 high schools of the state are planning to establish agriculture departments next year is an indication of the general interest being shown in agricultural education in the schools.

On May 3 at San Luis Obispo 126 teams competed for championship honors in the 7 agricultural judging contests sponsored by the bureau of agricultural education.

### **NATIONAL BUTTER CAMPAIGN**

The California dairy council is engaged in a campaign to acquaint consumers with the food value of butter. The council has prepared an interesting resume of the condition of the dairy industry in the United States and a discussion of the nutritive value of butter with special reference to its vitamin content.

Each county superintendent may secure copies of this material from the county chairman of the campaign.

### **THE OLYMPIC GAMES**

The first meeting of the California public schools Olympic games committee was held at San Diego on April 18. The dissemination among school children of information concerning the historical background and ideals which prompted the Olympic games and their meaning to civilization has been accepted as the first duty of the committee. A pamphlet will be prepared for use in all schools of the state covering the history of the Olympic games.

It is believed that competitive participation by boys and girls of public school age in connection with the Olympic games is not beneficial to their physical, mental and social welfare and the committee recommends that the public schools limit their sponsorship to group demonstration of activities typical of programs of physical education according to highest educational standards.

### **SENATE BILL 3969—VOCATIONAL EDUCATION**

Secondary school administrators will be interested in advocating the passage of the Capper-Reed vocational education bill, senate bill 3969. This bill provides for the further development of vocational education of less-than-college grade. Its primary purpose is to make available to the states and territories additional funds for the stimulation of research and the collecting of research data vital to the efficient functioning of vocational education. This bill should have our full support.

# Significant Facts Concerning California Schools

## LENGTH OF PERIOD IN HIGH SCHOOLS

DISTRIBUTION OF CALIFORNIA HIGH SCHOOLS BY NET LENGTH OF RECITATION AND LABORATORY PERIODS, AS REPORTED BY PRINCIPALS, OCTOBER, 1923

### 1. Recitation periods

Length of periods	Junior high school						Regular high school						Senior high school						Total					
	City			Other			City			Other			City			Other			City			Other		
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Less than 40"	31	24.8	9	32.1	40	26.1	20	51.3	137	54.8	157	54.3	23	44.2	12	48.0	35	45.4	74	34.3	158	52.1	232	44.7
40"-45"	9	7.2	3	10.7	12	7.8	4	10.3	53	21.2	57	19.7	6	11.5	3	12.0	9	11.7	19	8.8	59	19.5	78	15.0
46"-50"	10	8.0	5	17.9	15	9.8	5	12.8	9	3.6	14	4.8	15	28.9	3	12.0	18	23.4	15	6.9	14	4.6	29	5.6
51"-55"	58	46.4	5	17.9	63	41.2	3	7.7	14	5.6	17	5.9	15	28.9	3	12.0	18	23.4	76	35.2	22	7.3	98	18.9
56"-60"	13	10.4	5	17.9	18	11.8	5	12.8	22	8.8	27	9.3	6	11.5	5	20.0	11	14.3	24	11.1	32	10.6	56	10.8
61"-65"					1	0.6			1	0.4	1	0.4			1	4.0	1	1.3			2	0.6	2	0.4
66"-70"					1	0.6			4	1.6	4	1.4									4	1.3	4	0.8
Varying	4	3.2	1	3.5	5	3.3	2	5.1	10	4.0	12	4.2	2	3.9	1	4.0	3	3.9	8	3.7	12	4.0	20	3.8
Totals	125	100.0	28	100.0	153	100.0	39	100.0	250	100.0	289	100.0	52	100.0	25	100.0	77	100.0	216	100.0	303	100.0	519	100.0



## DISTRIBUTION OF CALIFORNIA HIGH SCHOOLS BY NET LENGTH OF RECITATION AND LABORATORY PERIODS, AS REPORTED BY PRINCIPALS, OCTOBER, 1929—Continued

## 2. Laboratory periods

Length of periods	Junior high school						Regular high school						Senior high school						Total					
	City			Other			City			Other			City			Other			City			Other		
	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total	No.	Per cent	Total
Less than 40"	7	7.4	8	1	4.2	6.7	1	2.6	11	4.5	12	4.2	5	10.0	6	8.0	13	7.1	13	4.4	26	5.5	5	5
40"-44"	3	3.1	2	8.3	5	4.2	3	1.2	3	1.1	3	1.1	1	4.0	1	1.3	3	1.7	6	2.0	9	1.9	13	2.7
45"-49"	7	7.4	4	16.7	11	9.3	1	2.6	1	4.4	2	1.7	13	26.0	4	22.7	8	4.4	5	1.7	13	2.7	76	16.0
50"-54"	40	42.1	3	12.5	43	36.1	2	5.3	14	5.7	16	5.7	6	12.0	5	20.0	55	30.1	21	7.1	76	16.0	61	12.8
55"-59"	13	13.7	4	16.7	17	14.3	7	18.5	26	10.6	33	11.7	1	2.0	1	1.3	26	14.2	35	11.9	61	12.8	1	2
60"-64"	61	64.5	—	—	—	—	1	2.6	5	2.1	5	1.8	—	—	—	—	1	5	5	1.7	5	1.0	—	—
65"-69"	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
70"-74"	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
75"-79"	13	13.7	5	20.8	18	15.1	10	26.3	94	38.4	104	36.7	11	22.0	7	28.0	34	18.6	106	36.1	140	29.4	—	—
80"-84"	2	2.1	2	8.3	4	3.4	2	5.3	29	11.8	39	13.8	6	12.0	3	12.0	18	9.8	34	11.6	52	10.9	—	—
85"-89"	2	2.1	2	8.3	4	3.4	2	5.3	47	19.2	49	17.3	4	8.0	3	12.0	8	4.4	52	17.7	60	12.6	—	—
90"-94"	1	1.0	—	—	—	—	3	7.9	—	—	3	1.1	1	2.0	1	1.3	5	2.7	—	—	5	1.0	—	—
95"-99"	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
100"-104"	—	—	—	—	—	—	—	—	1	4	1	1.3	—	—	—	—	—	—	—	—	—	—	—	—
105"-109"	—	—	—	—	—	—	1	2.6	2	8	3	1.1	1	2.0	1	1.3	1	5	1	3.3	2	4	—	—
110"-114"	—	—	—	—	—	—	—	—	1	4	1	1.3	—	—	—	—	—	—	—	—	—	—	—	—
115"-119"	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
120"-124"	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Varying	7	7.4	—	—	—	—	—	—	11	4.5	11	3.9	3	6.0	1	4.0	10	5.5	11	3.7	21	4.4	—	—
Totals	195	100.0	224	100.0	119	100.0	38	100.0	245	100.0	283	100.0	50	100.0	25	100.0	183	100.0	294	100.0	477	100.0	—	—

\*Thirty schools report no laboratory periods.

\*Four schools report no laboratory periods.

\*One school reports no laboratory periods.

\*Five schools report no laboratory periods.

\*Two schools report no laboratory periods.

\*Thirty-three schools report no laboratory periods.

\*Nine schools report no laboratory periods.

## Questions and Answers

---

NOTE: Under this caption there will be published replies to questions which have a general application to school situations throughout the state. Please make legal questions as specific as possible.

### ATTENDANCE

#### Absent Pupils May Not Be Counted.

Q. May school districts count, for apportionment purposes, the attendance of pupils excluded from school on account of infection with contagious disease or on account of contact with pupils so infected?

Ans. No. All pupils actually absent from school must be counted as absent, and in no case may any pupil be counted as in attendance who is absent, regardless of the reason for such absence. Any district in which the average daily attendance has been materially affected by epidemic conditions may request authorization from the state department of education for computing average daily attendance on an emergency basis. Form No. J-23 should be employed in making such requests.

Average daily attendance in districts affected by epidemic (or by fire, flood or other unusual condition) is computed by adding to the previous year's average daily attendance one-third of the increase in average daily attendance during the preceding three years. (School Code section 4.750.)

### TEXTBOOKS

#### Adults in High School May Be Charged.

Q. May high school boards legally charge students for textbooks?

Ans. School Code section 6.380 provides that: *The high school board may fix a charge not to exceed the cost of such books (textbooks) to the high school district for books furnished pupils in classes for adults.* No other charge may be made for any books furnished pupils by high school boards.

#### Junior Colleges.

Q. May students enrolled in junior college classes be required to pay for textbooks?

Ans. It is the opinion of the state department of education that the high school textbook laws (School Code sections 6.370-6.460, inclusive) do not apply to junior college courses maintained by high school boards, and that junior college boards are not in any way governed by these particular laws. Therefore it is our opinion that students enrolled in any junior college class may be required to purchase textbooks employed therein.

### **MAXIMUM SCHOOL DAY**

#### **Hours Pupils May Be Kept in School.**

Q. What requirements are made by state law or by regulation of the state board of education relative to the number of hours pupils may be kept in school?

Ans. School Code section 3.24 and section I B of the rules and regulations of the state board of education govern the maximum length of time during which pupils may be kept in school. These provisions relate to all pupils in public schools of whatever kind or class, and may be summarized as follows:

1. No pupil under 8 years of age, and no pupil enrolled in grade 1 or 2, may be required to remain in school for more than 4 hours per day.

2. No pupil, regardless of age or grade, except one pursuing a vocational course, may be required to remain in school for more than 6 hours per day.

3. The maximum school day includes all time devoted to recesses, but excludes the noon intermission.

4. Pupils desirous of remaining in school for a longer period of time than the maximum school day may be permitted to do so in the discretion of the governing board of the school district; but in no case may a pupil be required to remain in school for a longer period of time than the maximum school day; nor may pupils engage in activities of the prescribed course of study or receive credit to apply toward graduation for work completed after having attended school for the maximum school day.

### **FINANCING EVENING HIGH SCHOOLS**

#### **State and County Apportionments.**

Q. What is the method of financing adult classes and other evening classes in California high schools?

Ans. These classes are financed as **evening high school and special day and evening classes** of day high schools, as follows:

## 1. State apportionments.

- a. Bonus: To each high school district, on account of first 30 units of A. D. A. of pupils in special day and evening classes in each high school—

\$80 per unit of A. D. A. for each of first 10 units in each high school,

\$60 per unit of A. D. A. for each of second 10 units in each high school,

\$40 per unit of A. D. A. for each of third 10 units in each high school.

Total bonus \$1,800 for each 30 or more units of A. D. A. in each high school.

- b. Regular apportionment: For each unit of A. D. A. in such classes the amount given by the state pro rata on total A. D. A. in all high school classes in the state. In 1930 this amount is \$24.52 per unit of A. D. A.

## 2. County apportionments.

- a. Bonus: To each high school district, on account of first 30 units of A. D. A. of pupils in special day and evening classes in each high school—

\$40 per unit of A. D. A. for each of first 10 units in each high school,

\$30 per unit of A. D. A. for each of second 10 units in each high school,

\$20 per unit of A. D. A. for each of third 10 units in each high school.

Total bonus \$900 for each 30 or more units of A. D. A. in each high school.

- b. Regular apportionment: For each unit of A. D. A. in such classes the amount given by the county pro rata on total A. D. A. in all high school classes in the county. This amount varies in the several counties and should be ascertained from the county superintendent of schools. The variation is from approximately \$50 to \$200 per unit of A. D. A.

3. Tuition fees. School Code section 3.480 permits governing boards to charge adults tuition fees not to exceed \$6 a term per pupil.

4. District taxes. Any additional funds necessary for the maintenance of evening high schools or special day and evening classes in high schools, must be provided from the income derived from district taxation.

It should be pointed out that no state and county apportionments are made directly to or for evening schools or special day and evening classes. All apportionments are made to districts. The allocation of funds for the maintenance of evening schools or special day and evening classes is entirely within the discretion of the high school board; except that state and county money apportioned on account of such classes must be spent on the continued maintenance thereof, unless they have been discontinued with the permission of the county superintendent of schools. (School Code section 4.580-4.582.)

# Legal Calendar for Public School Officials

## May and June

May

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
May 1.....	May 1.....	May 1.....	Governing boards of elementary school districts.	Meet and elect a member clerk of the district.....	S. C. 2. 830	
May 1.....	May 1.....	On or after first meeting of board on May 1.	Governing boards of all elementary, high school and junior college districts.	First day on which persons for positions requiring certification qualifications may be elected.	S. C. 5. 401	
May 1.....	May 1.....	First day of May succeeding election.	*Newly elected members of governing boards of school districts.	Term of office begins.....	S. C. 2. 780	
May 1.....	May 1.....	First day of May succeeding election.	*Newly elected members of governing boards of elementary school districts.	Term of office begins.....	S. C. 2. 872	
May 1.....	May 1.....	First day of May succeeding election.	Newly elected members of new union or joint union elementary school district boards.	Term of office begins.....	S. C. 2. 917	
May 1.....	May 1.....	First day of May succeeding election.	Newly elected members of new joint elementary district boards.	Term of office begins.....	S. C. 2. 940	
May 1.....	May 1.....	First day of May succeeding formation of union or joint union elementary districts.	Members of governing boards of districts comprising union or joint union elementary districts.	Term of office ends.....	S. C. 2. 911	
May 1.....	May 1.....	On first day of month.....	State printer.....	Must furnish to state board of education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6. 284	
May 3.....	May 2.....	First Saturday in May.....	Governing boards of junior college districts.	Meet and organize.....	S. C. 2. 1152	
May 3.....	May 2.....	First Saturday in May.....	Governing boards of junior college districts.	First day on which persons for positions requiring certification qualifications may be elected.	S. C. 5. 401	



## May—Continued

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
May 3.....	May 2.....	First Saturday in May.....	Governing boards of district, union, joint union high school districts.	Meet and organize.....	S. C. 2. 1090	
May 3.....	May 2.....	First Saturday in May.....	Governing boards of district, union, joint union high school districts.	First day on which to elect persons for positions requiring certification qualifications.	S. C. 5. 401	
May 5.....	May 5.....	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller number of elementary textbooks sold and amount received for preceding month. Last day to pay money received into state treasury.	S. C. 6. 296	
May 10.....	May 10.....	On or before tenth day of each month.	County clerk.....	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3. 560	
May 16**.....	May 16.....	Within 15 days from commencement of term of office.	**Members of governing boards of all school districts.	Must take oath of office and file same with county clerk if no notice of election is given.	Pol. C. 907-909	
May 30.....	May 30***	May 30.....	All public schools.....	Must close.....	S. C. 3. 90	
****	****	Monthly.....	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3. 561	

\*The terms of office of members of city boards of education in charter cities are regulated by the charter, (Const. Art. XI, sec. 8½).  
 \*\*Date of commencement of terms of members of city boards of education is determined by laws governing such cities (S. C. 2. 807). Where notice of election is given, oath must be taken and filed within 30 days after receipt of notice (Pol. C. 907).  
 \*\*\*In 1931—May 30th falls on a Saturday.  
 \*\*\*\*No date is specified.

## June

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check her the dates affecting you
1930	1931					
June 1	June 1	On first day of month	State printer	Must furnish to state board of education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6.284	
June 2	June 1	First Monday	District clerk of all districts except those having city boards of education.	Post in each schoolhouse copy of his account of receipts and expenditures of district from beginning of school year.	S. C. 2.836	
June 2*	June 1	Between first day of June and first day of August.	Governing boards of elementary school districts.	First day of year on which order establishing kindergartens may be made.	S. C. 3.111	
June 5	June 5	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller number of elementary text books sold and amount received for preceding month. Last day to pay money received therefor into state treasury.	S. C. 6.296	
June 10	June 10	On or before tenth day of each month.	County clerk.	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3.560	
June 16**	June 15	On or before June 15.	Governing boards of all school districts.	Last day to prepare district budgets	S. C. 4.360	
June 20	June 20	Not later than June 20	Governing boards of all school districts.	Last day to submit district budgets to county superintendents of schools.	S. C. 4.362	
June 21	June 20	Third Saturday in June	State curriculum commission	Must hold annual meeting unless commission fixes another date.	S. C. 2.1434	
June 30	June 30	On or before June 30	State controller	Last day to make transfer of moneys from general fund to state school fund as directed by law.	S. C. 4.1	
June 30	June 30	On or before June 30 of each year.	State controller	Last day to transfer from general fund to state school fund amount certified by superintendent of public instruction as needed to reimburse counties for education of pupils in 24-hour elementary schools.	S. C. 4.702-1	
June 30	June 30	Not later than June 30	All persons subject to State Teachers Retirement Law.	Last day to pay contribution for half year ending June 30	S. C. 5.1042	
June 30	June 30	June 30	All persons.	School year ends.	S. C. 3.22	

## June—Continued

Calendar date		Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931					
June 30	June 30	End of school year	Governing boards of elementary school districts.	Contracts for education of pupils by another elementary school district terminate.	S. C. 3.156	
June 30	June 30	End of school year	Governing boards of elementary school districts.	Contracts for education of pupils by state teachers colleges terminate.	S. C. 3.164	
***	***	Last meeting in June	County boards of supervisors.	Appoint 2 persons to county board of education.	S. C. 2.1261	
****	****	Monthly	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3.561	

\* In 1930, June 1st falls upon a Sunday. The act required may be performed on the first business day following. (Pol. C. Sec. 13).  
 \*\* In 1930, June 15 is a Sunday. The act required to be performed thereon may be performed upon the first business day following. (Pol. C. Sec. 13).  
 \*\*\* Each county board of supervisors fixes its meeting dates. (Pol. C. 4034).  
 \*\*\*\* No date is specified.

## Recent Professional Literature

---

### A NEW CITY SCHOOLS BULLETIN

The state department of education is in receipt of the first issue of the *San Francisco Public Schools Monthly Bulletin* dated March, 1930. We trust that subsequent issues will maintain the high standard set by this first number. Superintendent Gwinn is to be congratulated on having established an excellent medium, not alone for the service of his professional staff, but also for interpreting to his public the significant activities and features of his school system.

### SIXTY EDUCATIONAL BOOKS OF 1929

The April number of the *Journal of the National Education Association* contains a list of 60 educational books of 1929. This list was prepared in the teachers' department of the Enoch Pratt free library at Baltimore, under the direction of Joseph L. Wheeler, librarian, and is the result of careful examination of all available titles and the study of several hundred reviews, together with the scorings and comments of over 200 specialists in various educational fields throughout the United States.

The books included in this list are selected from such a broad field that they form an excellent basis for a professional library, either for the administrator, the teacher or the student of education.

### PAMPHLET OF INFORMATION

The national association of book publishers of 347 Fifth avenue, New York, which functions as a clearing house of information of value to publishers has recently issued a pamphlet giving information regarding state reading circles, school library lists, state textbook adoptions and other data collected from state departments of education, state library commissions and many other sources throughout the country.

o